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This issue of the IRCD Bulletin is devoted to a bibliography on the emotional and social development of socially disadvantaged children. The bibliography should be viewed as a companion to a previous one (UD 007 841) in which the focus was on cognitive development, for both the cognitive and the affective aspects of development should be regarded as aspects of a single process continually interacting with each other. (NH)

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Volume I, Number 3 Summer, 1965

NEW QUARTERS

The Information Retrieval Center on the Disadvantaged will be joining the other departments of the Ferkauf Graduate School of Education on October 1, 1965, at 55 Fifth Avenue, on the 12th floor.

It is with some degree of nostalgia, though, that we leave our modest quarters. Our move to a 19 story up-to-date building is somewhat symbolic of the next phase of our operation, as we are about to embrace new methods in a developing technology of information processing.

We expect our collection to continue its exponential growth, and hasten to take all opportunities to solicit from you, our readers, any reports, proposals and other documents from the fields of education, psychology, sociology and anthropology that bear on the issues of our concern.

Encouraged by your response to us, we expect that the growth of our operation will be directly reflected in the increased capabilities of our Center to serve you.

UD 007 842

THE EMOTIONAL AND SOCIAL DEVELOPMENT OF SOCIALLY DISADVANTAGED CHILDREN

The first issue of the IRCD Bulletin included a bibliography which focussed on cognitive development in socially disadvantaged populations. We made it clear at the time that our selection of initial topic was not intended to assign to affective development a lesser role in the education of disadvantaged children, but rather that the two facets equal in importanc were being separated for convenience in presentation. It was originally planned that the second issue of the Bulletin would include a bibliography on social and emotional development, but the emergence of Project Headstart made it seem more appropriate to devote that issue to Pre-Schoo Education. In the current issue we return to a concern with the cognitive-affective dimensions of learning and present a bibliography which has social-emotional development as its principal focus.

It is probably best to regard the affective and cognitive dimensions of behavior as aspects of a single process, in a state of continual interaction with each other. In certain learning situations the perceptual-conceptual dimensions gain ascendency and emphasis is given to the other-than self-social reference features of the learning experience. In some learning situations the social-emotional dimensions are pre-eminent and greater emphasis is given to feelings, attitudes, motivation, ego status, and understanding of self in relation to others. In both types of learning situations some aspects of these two dimensions are present although emphasis may be given to one or the other. Also in both situations the effectiveness of the learning which occurs may be influenced by the manner in which both of the aspects are treated, even though the specifi learning experience in question may be designed and organized to give emphasis to one of

the two. It may well be that the less than earth-shaking results obtained from many educational innovative efforts directed at the disadvantaged may be in part due to our failure to develop learning situations in which these two dimensions are appropriately combined.

The literature reviewed in the preparation of the bibliography which follows relates primarily to the social and emotional development of socially disadvantaged children. The works reviewed tend to be more obviously descriptive and speculative than much of the work related to cognitive development. In the latter, considerable attention is given to factors in early sensory and perceptual development and their correlation with subsequent learning problems or to environmental and social conditions in relation to aspects of intellectual function which can be measured. When we come to feeling, attitude, motivation, self-concept or those less tangible aspects of the environment, we are confronted with phenomena which are not only harder to measure and assess, but harder to identify reliably. Nonetheless, from the fields of anthropology, education, psychiatry, psychology, sociology and social work have come descriptive, analytic, experimental and comparative studies related to social and emotional development which can form the basis for much of our effort in the education of the disadvantaged.

The various studies and reports considered provide insight into the characteristics of disadvantaged children and the environments from which they come. Included in the available materials are studies of family patterns and child rearing practices among different ethnic, cultural and economic groups. There are also several studies developed around estimates of self-concept and the child's perception of significant people and circumstances. Modest attention has been given to the relationship between motivation and various environmental factors; while a considerable amount of attention has been devoted to examination of career and status aspirations of children and their parents.

Some rather provocative studies have examined the effect on academic performance of the social-emotional factors attendant on a disadvantaged racial status and/or a disadvantaged social environment. A limited number of studies have been concerned with two related topics: First, the effect of the racially segregated learning situation on the emotional development and scholastic achievement of Negro children; and second, the emotional and social concomitants of the processes of desegregation and integration and their effect on the social-emotional development of the children involved.

This is an impressive body of material, but the findings and interpretations which flow from it leave unresolved a number of substantial issues whose solutions are important, if indeed not crucial, to the devising of programs of education for the disadvantaged. This body of knowledge and the programs which result from its application could be enhanced by greater research effort directed toward:

1. The differential analysis of the courses of development, the characteristics, the status, the conditions of life and the learning patterns of the many and extremely varied populations jointly referred to as the disadvantaged. Social-emotional studies, like cognitive studies, have been much too inclined to treat this population as if it were homogeneous in most respects.

2. An examination of the differential significance to the child and the impact on his development of the several variables defined above. It is not sufficient to describe an assumed low self-concept or an observed disorganized home, or to show a correlation be-

tween either or both and poor school adjustment. What is needed is evidence which will contribute to understanding the significance and impact of each and the mechanisms by which each functions in the life of the child.

3. The nature of the interaction between the cognitive and affective aspects of learning and their reciprocating significance in human development. Clearly these two aspects of learning are so intertwined as to make functional separation of them impossible--affective as well as cognitive development may flow from motor learning situations, sensory learning situations, situations involving verbal mediation or situations utilizing other forms of symbolic representation. To continue to look at either cognitive features or affective features as if the other were not involved may be convenient but it is also self-defeating.

4. Longitudinal studies of social-emotional development in disadvantaged populations which can provide us with a basis for predicting developmental courses or judging the significance of emerging normative data. This review uncovered no longitudinal or even retrospective studies of this sort and such studies, conducted in the present period of rapid social change and educational innovation should provide valuable data not only for developmental psychologists, but for social psychologists, educational psychologists, educationists and sociologists as well.

5. Examination of the effect on attitude, motivation, aspiration, and achievement in subjects from disadvantaged backgrounds of the presence or absence of such factors as clearly perceived opportunity, societal support and societal or social group expectation. The present political and social situation provides the interested investigator with the rudimentary conditions necessary to experimentation and investigation in this problem area.

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2. A periodic statement of developments in the field of compensatory education, including a comprehensive bibliography, is provided upon request.

3. Special bibliographies on specific topics are compiled and provided upon request.

4. Copies of available abstracts relating to specific topics are provided upon request.

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6. Each issue of the IRCD BULLETIN includes, among other things, a selected bibliography on some aspect of the field. (The BULLETIN is published five times during the year.)

The services are made available through funds provided by Yeshiva University, the College Entrance Examination Board and the U. S. Office of Economic Opportunity. It is anticipated that the operation will be considerably expanded during the Fall of 1965 under a grant from the United States Office of Education.

INVENTORY OF COMPENSATORY PROJECTS

People interested in the identification of current programs, will find a recent directory compiled by Robert D. Hess entitled "Inventory of Compensatory Education Projects," The Urban Child Center, School of Education, University of Chicago, Chicago, Illinois, 1965.

A description and analysis of compensatory programs in depth is currently being completed through a grant to Yeshiva University by the National Scholarship Fund for Negro Students and the College Entrance Board. This book, authored by Edmund W. Gordon et. al., will be off the press in January, 1966.

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